Winter 2024

ENG 307-411: Writing for Mgt, PR & the Pros | Online Asynchronous | McCracken
An advanced writing course designed to introduce students to theories and practices of workplace writing through genres such as personal brand statements, application materials, correspondence, memos, proposals, reports, press releases, and others. Students will work independently, collaboratively, and ethically to address the needs of internal and external audiences. Through this work, students will also learn project management strategies and be able to respond successfully to rapidly-changing workplace contexts and stakeholders.

*Writing Emphasis*

Spring 2024

ENG 300-01: Intro to English Studies | TTH 2:15-3:40 | In-Person | Parker
English departments have been home to some of the most important debates around language, writing, and identity. This course explores the dynamic nature of English studies and the contemporary relevance of the field by pursuing some of the following questions: What is English studies? How do we account for disciplinary change over time? How do the various fields in English studies create knowledge? How does English studies prepare students to be thinkers, professionals, and global citizens?

ENG 301-01: Literary & Cultural Studies | M 5:30-8:15 | Hybrid | DeFazio
*Literature and the Earthly: Learning to Read to live a Thoughtful Life, Learning to Read to Live with Uncertainty, Learning to Read to Live in a Democracy, Learning to Read the Difficult*

The task of the humanities is to teach, through reading diverse texts that articulate difference and otherness of ideas and modes of being, thoughtfulness. Thoughtfulness, however, is not entirely a “personal” matter but is closely tied to living in a democratic society which means the humanities teach thoughtfulness as ethics of democracy. Thoughtfulness, in other words, is a complex mode of living with the “other” who is not the “same” as us. In his reading of Shakespeare, John Keats, one of the most brilliant poets of the 19th century, writes that to live a meaningful life one has to have “Negative Capability” or to be “capable of being in uncertainties, Mysteries, doubts, without any irritable reaching after fact & reason.” Keats’ maxim is the core of this introduction to literary and cultural studies: we will read diverse texts—from Herman Melville’s *Bartleby, The Scrivener*, Jean-Paul Sartre’s “The Wall” and Arundhati Roy's *The God of Small Things* to Ta-Nehisi Coates’ *Between the World and Me* and Judith Butler’s *What World Is This?*, to the HBO series *His Dark Materials* and other literary, cultural and theoretical texts—and interpret their “negative capability,” their resistance to irritation when they face uncertainty. We will have, around the middle of the semester, an “interlude” during which we read Sarah Bakewell’s *At the Existentialist Café* and examine a major group of 20th century writers and their ideas. The course addresses existentialism because the ideas of such existential thinkers as Jean-Paul Sartre can open up different spaces of uncertainty for us and teach us how to have negative capability. One of Sartre’s arguments is grounded in the “choice” by which we make our individual being (“essence”)—how do we choose when we don’t have clear guidelines? This is what this course tries to set up as a question (and maybe hint at some tentative answers).

ENG 302-01: Intermediate Topics in Lit | Your Story Here | MWF 12:05-1:00 | Hybrid | D. Hart
Students will study American literature and culture through various genres of storytelling including performance poetry, fiction, drama, personal narrative, a graphic novel (MAUS) and a comic book (Ms. Marvel). Our major focus will be to read, discuss, and write about various ethnic American historical and cultural contexts brought up by ethnically diverse authors as well as engage in critical inquiry perspectives introduced in the course, such as folklore, ecocriticism, and cultural memory studies. To help students understand how culture and identity affects perceptions, attitudes, values, and behaviors, students will be asked to share their own stories (“Your Story Here”)
as well as read and listen to others’ stories. As such, students should see themselves as a vital part of American culture.

ENG 305-01: Creative Writing | MWF 12:05-1:00 | Hybrid | Stobb
ENG 305-02: Creative Writing | MWF 1:10-2:05 | Hybrid | Cashion
Imagination-building and creative-thinking skills developed via fiction, screenwriting, creative non-fiction, and poetry. Bring the beauty, the tragic, the silly, the comic. Every idea welcome. Experience unnecessary.

*Writing Emphasis*

ENG 307-01: Writing for Mgt, PR & the Pros | TTH 12:40-2:05 | Hybrid | Zamparutti
ENG 307-02: Writing for Mgt, PR & the Pros | MW 2:15-3:40 | Hybrid | Zamparutti
ENG 307-03: Writing for Mgt, PR & the Pros | TTH 2:15-3:40 | In-Person | McCracken
ENG 307-04: Writing for Mgt, PR & the Pros | MW 3:55-5:20 | Hybrid | Zamparutti
ENG 307-411: Writing for Mgt, PR & the Pros | Online Asynchronous | McCracken
An advanced writing course designed to introduce students to theories and practices of workplace writing through genres such as personal brand statements, application materials, correspondence, memos, proposals, reports, press releases, and others. Students will work independently, collaboratively, and ethically to address the needs of internal and external audiences. Through this work, students will also learn project management strategies and be able to respond successfully to rapidly-changing workplace contexts and stakeholders.

*Writing Emphasis*

ENG 308-01: Technical Writing | Online Asynchronous | Zamparutti
An advanced writing course designed to introduce students to theories and practices of writing and designing technical information using various media and technology (i.e. digital, print, audio, video, etc.), through such genres as infographics, podcasts, white papers, technical instructions, documentation, and others. Students will work independently and collaboratively to address the needs of diverse users by ethically and accessibly communicating technical information. Through this work, students will also learn project management strategies and be able to respond successfully to rapidly-changing contexts.

*Writing Emphasis*

ENG 310-01: Dig Content/Strtgy/Exp Design | TTH 12:40-2:05 | In-Person | Steiner
This course is designed to develop rhetorical knowledge of and practice in digital content strategy, written content creation, and user experience design for professional organizations across multiple platforms, including websites, social media, blogs, and other professional digital spaces. Students will develop skills in content strategy and user experience/user interface design for professional digital ecologies/networks, including those within mobile and desktop interfaces. The course will also introduce students to tracking and measuring data analytics, integrating search engine optimization, and developing content strategies to optimize professional and technical writing across digital platforms and situations.

*Writing Emphasis*

ENG 311-01: Critical Theory | TTH 3:55-5:20 | In-Person | Butterfield
*Identity and Ideology*
This course will serve as an introduction to ten theorists, and their theoretical schools of thought, as they relate to the themes of identity and ideology today. What we call “identity politics” began in the 1970s as a political strategy for organizing marginalized people by persuading them to identify with what marginalized them—e.g., race, gender, sexual orientation—and to mobilize politically with others who share their identity. While acknowledging the socially constructed nature of race and gender, practitioners of “critical race theory” (CRT) nevertheless recommended owning one’s label as a means of achieving social justice. By thus politicizing their marginalized identities and mobilizing for themselves, blacks, women, LGBTQ and other minorities in the U.S. have achieved political and legal victories they couldn’t have achieved standing alone as individuals. As if in direct response to the gains made for women and minorities in the last fifty years, however, Trump and the MAGA movement have encouraged identification with whiteness and masculinity for their own political ends, mobilizing grievance and revenge against perceived Others (in 2016 it was immigrants, today it’s LGBTQ people and all who oppose Trump)
and against those who advocate on their behalf (critical race theorists and the “woke mob”). Motivating MAGA arguably more than race, sex or gender, however, is identification with Trump and a particular political narrative, i.e., an ideology, wherein they are the true victims and Trump is their “retribution,” as he now calls himself. What is the relationship between our personal identities, the political ideologies we identify with, and the “truth” about the world? The theorists we read will each give us a different perspective on this complex question and enable us to walk away with something like our own answers in the end, if we do this right.

**ENG 313-01: Writing, Genre, & Style | MWF 1:10-2:05 | In-Person | Crank**
This course invites students to interrogate their own use and understanding of style while also introducing them to key stylistic concepts such as the use of emphasis, coherence, clarity, conciseness, balance, and rhythm. Students will practice these concepts in their own writing and the writing of others via the use of rhetorical tropes and figures and within the framework of rhetorical genre studies.

*Writing Emphasis*

**ENG 320-01: Lit Journal Prod | TTH 2:15-3:40 | In-Person | Cashion**
This is a workshop-style course in which students assemble and publish Steam Ticket, a nationally-distributed literary journal that attracts submissions from international authors and artists. Each student serves in positions such as Fiction Editor, Poetry Editor, Copy Editor, Managing Editor, Social Media Strategist, Staff Photographer, etc. Students gain real-world experience in publishing, titles to include on resumes, and exposure to contemporary trends in literature. Emphasis will be placed on interdisciplinary and multicultural content and participation.

**ENG 330-01: History of English Language | MW 2:15-3:40 | In-Person | Mann**
A survey of the historical development of English language structure and usage in the Old English, Middle English, Early Modern English, and Modern English periods.

**ENG 332-01: Intro to Ling: Sentences | MW 3:55-5:20 | In-Person | Mann**
An introduction to linguistics focused on syntax and compositional semantics. Some attention is given to language acquisition and language variation at the level of syntax. Development of skills for analyzing and describing the syntax of any human language; however, English will be the primary language of analysis.

**ENG 333-01: Intro Writing/Rhetoric Studies | TTH 12:40-2:05 | In-Person | Lan**
The field of writing and rhetoric investigates the function and practice of writing so as to help writers explore ways to write most meaningfully. This class introduces the field to you by using a historical approach and by focusing on rhetorical invention: What do critical thinking and creativity mean in the writing process, and how do writers become more critical and creative? The goal is to help you explore different answers to these questions on rhetorical invention so as to help you make informed choices as you grow as writers.

*Writing Emphasis*

**ENG 335-01: Intro to Prof and Tech Writing | TTH 3:55-5:20 | In-Person | McCracken**
This course is designed as an introductory course for students who are interested in writing in professional settings. The course will include an introduction to various field definitions of professional and technical writing, an overview of professional and technical writing history and theory, provide space to study key concepts that are currently relevant in the field, and apply these histories and concepts to concrete documents that constitute study in the field of professional and technical writing.

*Writing Emphasis*

**ENG 343-01: Creative Nonfiction | MW 2:15-3:40 | Hybrid | Stobb**
An advanced course which emphasizes the personal essay, memoir, and other forms that blur the distinction between fiction and factual writing. While creative nonfiction may be informative, it may also be personal and lyrical. Students will study voice, prose style, and techniques of structuring content.

*Writing Emphasis*

**ENG 351-01: Wkshp in Classroom Management | M 3:55-4:50 | In-Person | Jesse**
This workshop provides an opportunity to discuss and further develop teacher candidates’ critical thinking regarding issues of English Language Arts instruction for grades 4-12. Students in this course develop their reflective teaching practice, focusing on issues of professionalism, classroom management, and conflict resolution. Prerequisite: concurrent enrollment in ENG 355; admission to teacher education.

ENG 355-01: English Middle Grades Field I | MF 9:25-10:50 | In-Person | Jesse
This course is designed to equip teacher candidates to understand theoretical and research-based foundations of middle grades ELA classroom instruction. Using young adult literature as a tool for understanding adolescent experiences and literacy development, teacher candidates will learn the intricacies of text selection and strategies for facilitating discussions and supporting adolescents in developing presentation strategies. They will also learn how to incorporate technology to encourage higher-order thinking, how to align curriculum to instructional standards, and how to use middle grades literature strategically within a traditional curriculum. Through an integrated field experience at a local middle school, candidates will learn about the complex processes of planning discipline-specific literacy instruction, engaging students in learning, and assessing student learning. Candidates will further develop understanding and practices related to the topics of academic language, disciplinary literacy, teacher performance assessment, text complexity, and conflict resolution. A multi-day, consistent schedule in the field experience classroom will be established by the course instructor in consultation with the teacher candidate and cooperating teacher. Prerequisites: ENG 110 or ENG 112; at least one 200-level English course; concurrent enrollment in ENG 351; admission to teacher education.

ENG 363-01: Shakespeare I | MWF 1:10-2:05 | In-Person | Fowler
Shakespeare in the World. Why do we still study Shakespeare? Why is he so often the subject of stand-alone requirements in literature programs? Shouldn’t we be focusing on other, non-old-dead-white-guys in the literary canon, instead? If it weren’t for the harsh realities and inequities British colonialism, the world likely wouldn’t know about Shakespeare, so why do we continue to favor him as a world-renowned author? This section of Shakespeare focuses on plays and sonnets from throughout Shakespeare’s career, as well as contemporary, global adaptations and performances of his works. We will address Shakespeare as a global phenomenon, interrogating the colonial roots of Shakespeare’s “global expansion” and current-day reception of his works around the world as both theatrical and literary works of art.

ENG 413-01: Capstone Research Project | MWF 8:50-9:45 | In-Person | Thoune
This course will give students an opportunity to conduct and present an intensive scholarly or creative project of their own design that engages with current conversations and trends in English studies. Students will develop their projects from previous coursework, workshop their projects throughout the semester, explore academic and non-academic venues for publishing and circulating their work, and/or ultimately present that work as part of a capstone research symposium.

*Writing Emphasis*

ENG 416-01: Seminar in Adv Fiction Writing | TTH 11:00-12:25 | In-Person | Cashion
The writing of fiction under the guidance of an experienced fiction writer. Classes will operate on the workshop model, with as many individual conferences between students and teacher as possible. The class will also include information about literary magazines, ideas about publishing, and visits from other fiction writers.

ENG 451-01: Curriculum & Assessment | T 5:30-6:25 | In-Person | Garcia
This workshop provides an opportunity to discuss and further develop teacher candidates’ critical thinking regarding issues of English Language Arts curriculum and assessment for grades 4-12. Students in this course develop their reflective teaching practice, focusing on techniques for differentiated instruction and assessment that promote inclusive learning environments. Prerequisite: concurrent enrollment in ENG 455; admission to teacher education.

ENG 455-01: English Sec Class Field II | MF 9:25-10:50 | In-Person | Garcia
This course focuses on critical pedagogical approaches to canonical literature in the high school English classroom. It is designed for teacher candidates who want to learn how to teach commonly-taught texts in ways that include
the perspectives of women, people of color, and indigenous and/or linguistically diverse populations. Students will explore methods for teaching poetry, fiction, drama, non-fiction, and short stories by reading with and against commonly used sources. Students will learn how to weave multiple perspectives and voices into their unit planning through mindful text selection, discussion planning, technology integration, and assessment design. This course will be integrated with a field experience. In the context of a real classroom, teacher candidates will learn how to plan for and assess student learning in English. With a focus on content knowledge, teacher candidates will plan a variety of meaningful learning experiences, assess student learning, and monitor and modify instruction to best support the individual learners in the classroom. The teacher candidate will design, enact, and assess activities that advance student understanding to more complex levels. Teacher candidates will gain experience in monitoring the obstacles and barriers that some students or groups of students face in school; candidates will learn how to design learning experiences to support all learners. A multi-day, consistent schedule in the field experience classroom will be established by the course instructor in consultation with the teacher candidate and cooperating teacher. Prerequisite: ENG 355; concurrent enrollment in ENG 451; admission to the teacher education.

ENG 470-01: Seminar in American Lit | Contemp African American Lit | TTH 12:40-2:05 | In-Person | Crutchfield
Actress Jada Pinket Smith called for a boycott of the 2016 Oscars ceremony boycott when, for the second year in a row, no African American actor was nominated for any of the Academy’s 20 acting awards. #OscarsSoWhite trended on Twitter, and Chris Rock tweeted out “The #Oscars. The White BET Awards.” Arguably, the growth of the Black Lives Matter movement helped to create the national social climate in which this boycott could be successful; in the wake of this protest, great films and performances by black film professionals are beginning to get the financial backing and audience attention that they deserve, and the dearth of African American nominees in 2020 was immediately remarked in the media. This class explores the creative output of African American filmmakers and creative writers in the post-millennium, examining their works in the social and economic contexts of African American experience. What do contemporary novels and films set during the period of institutionalized slavery in the U.S., or during the civil rights era, contribute to the current national discussion on race? What critical perspectives on race are made possible through Afro-Futurist narratives? How do African American storytellers use humor as social critique? What can we learn about the struggle for environmental/climate justice in the African American context through these texts? We will entertain these questions and more. Novels on the syllabus will include Salvage the Bones by Jesmyn Ward (2011), Long Division by Kiese Laymon (2021 edition), and The Underground Railroad by Colson Whitehead (2016). Films will include Raoul Peck’s I Am Not Your Negro (2017), Boots Riley’s Sorry to Bother You (2018), Ryan Coogler’s Black Panther (2018), and Jordan Peele’s Nope (2022). These texts will be augmented by short stories, poetry, and artwork, as well as readings in critical theory and cultural studies selected from such thinkers as bell hooks, Cornel West, James Baldwin, Ta-Nehisi Coates, Toni Morrison, Henry Louis Gates, Kimberlé Crenshaw, Patricia Hill Collins, and Michelle Alexander.

ENG 497-01: Seminar Writing/Rhet Studies | Writing with/Against AI | TTH 2:15-3:40 | In-Person | Kopp
How is the AI revolution transforming the work of writing? When text generation is as easy as an internet search, foundational concepts in writing and rhetoric studies—including text, authorship, audience, genre, invention, process, and feedback—need to be rethought. In this seminar we will critically review AI technologies such as ChatGPT, investigate their possibilities and limitations in a variety of professional and creative contexts, and interrogate their ethical, legal, cultural, and political dimensions. Students will develop projects in which they explore how AI intersects with their personal, professional, or civic interests.

*Writing Emphasis